

Handwriting Without Tears Kindergarten Teacher's Guide

Handwriting Without Tears, Inc.

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Edition - Ninth

Grade Level P1 - Kindergarten

Readability Level NA

Course / Content Handwriting

List Price: 6.55

Wholesale Price 5.25

The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.

Content

1. The Handwriting Without Tears Kindergarten Teacher's Guide provides an explanation of the teaching methods used in the kindergarten classroom. It provides specific instruction for the readiness activities including instruction with the manipulative accessories (Wood Pieces Set for Capital Letters, Laminated Capital Letter Cards, Mat for Wood Pieces and the Slate Chalkboard).
2. The guide describes the developmentally based, multi-sensory teaching sequence used throughout the program. At every stage, the components are linked together so that the skills developed at each level prepare the children for a smooth transition to the next.
3. Included are sections for assessing and correcting common problems with letter formation or placement. The guide also contains tips for posture habits, pencil grip, left-handed students, paper placement and room preparation.
4. Clear and easy-to-follow lesson plans for each workbook page make it especially helpful for both new and experienced teachers to implement this program in the classroom.
5. This teacher's guide provides instruction in the use of the following components: Wood Pieces Set for Capital Letters, Mat for Wood Pieces, Slate Chalkboard, Laminated Capital Letter Cards for Wood Pieces and the student workbooks, Letters and Numbers For Me and Letras Y N-meros Para Mí.

Student Experiences

Assessment

Organization

Resource Materials

1. The Print Wall Cards are placed above the chalkboard in the classroom to illustrate the correct formation, size and spacing of capital letters, lower case letters and numbers.
2. The Handwriting Without Tears website, www.hwtears.com, offers a thorough

Gratis Items to be provided and under what conditions NA

Available Ancillary Materials NA

Research Data and Evidence of Effectiveness

Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.

Research Available YES - provide information below

1. Gesell, A. (1993). The First Five Years of Life: A Guide to the Study of the Preschool Child. New York: Buccaneer Books.

2. Tan-Lin, A.S. (1981). An Investigation into the Developmental Course in Preschool/Kindergarten-Aged Children's Handwriting Behaviors. *Dissertation Abstracts International*, 42, 4287A.
3. Schneck, C.M., & Henderson, A. (1990). Descriptive Analysis of the Developmental Progression of Grip Position for Pencil and Crayon in Nondysfunctional Children. *American Journal of Occupational Therapy*, 44, 893-900.
4. Graham, Steve (1994). Are Slanted Manuscript Alphabets Superior to the Traditional Manuscript Alphabet? *Childhood-Education*, 71, 91-95.
5. Farris, P. (1991). Views and Other Views: Handwriting Instruction Should Not Become Extinct. *Language Arts*, 68, 312-314.
6. Ross, E. (1990). *Introduction To Teaching the Language Arts*, 1st Edition. California: Wadsworth Publishing.
7. Graham, S., Harris, K.R., & Fink, B. (2000). Is Handwriting Casually Related To Learning To Write? Treatment of Handwriting Problems in Beginning Writers. *Journal of Educational Psychology*, 92, 620-633.
8. learningstyles.com (2004). Achievement Gains Through Learning Styles Matching. Retrieved March 2004 from the World Wide Web: http://www.learningstyle.com/research_main.html.
9. Hood, K. (1995). *Exploring Learning Styles and Instruction*. Athens, GA: University of Georgia. Retrieved from the World Wide Web March 2004: <http://jwilson.coe.uga.edu/EMT705/EMT705.Hood.html>.

Overall Strength and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations:

Summary Form

I.	Technology Component Summary	0.00
II.	Reading Content Summary	
III.	Writing Content Summary	
IV.	Grammar and Spelling Content Summary	
V.	Listening /Speaking / Observing Content Summary	
VI.	Inquiry Content Summary	
VII.	Technology Content Summary	
VIII.	Audience: Teacher Materials Content Summary Handwriting is being taught at the appropriate age level or ability level. This program can also be used for special needs students.	1.50
IX.	Audience : Student Materials Content Summary This is an age appropriate or ability appropriate handwriting program. Students have access to manipulatives that allow them to not only see the letters but to feel them too. Children with special needs are also addressed.	2.00
X.	Format Content Summary Handwriting Without Tears contains detailed, step by step instructions on teaching manuscript and cursive handwriting.	1.00

The teacher's guide does not contain a formal scope and sequence.

XI. Ancillary Materials Content Summary

1.00

READING CONTENT

These materials are for teaching handwriting skills. They were reviewed as a set.

WRITING CONTENT

This handwriting series was reviewed as a set.

GRAMMAR AND SPELLING

This is a handwriting series and was reviewed as a set. The practice books allow for ongoing assessment by the teacher as to whether the student is achieving success in learning to use manuscript or cursive handwriting.

LISTENING / SPEAKING / OBSERVING

This handwriting series was reviewed as a set. The students are given models and/or manipulatives to use while practicing handwriting.

INQUIRY

TECHNOLOGY CONTENT

These materials were reviewed as a set. It is teaching manuscript and cursive handwriting. A website is listed but does not say what support there is for the teacher or student in the teacher materials.

AUDIENCE: TEACHER MATERIALS

These materials were reviewed as a set. Handwriting is being taught at the appropriate age level or ability level.

This program can also be used for special needs students.

This program can be used with special needs students.

The appropriate grade level teacher's guides have snapshots of the student's handwriting pages at the beginning of the guide. It then goes into the tips and lessons for teaching handwriting whether it is manuscript or cursive.

These materials were reviewed as a set.

AUDIENCE: STUDENT MATERIALS

This is an age appropriate or ability appropriate handwriting program. Students have access to manipulatives that allow them to not only see the letters but to feel them too. Children with special needs are also addressed.

This series has Spanish related practice books.

These materials were reviewed as a set.

FORMAT

Handwriting Without Tears contains detailed step by step instructions on teaching manuscript and cursive handwriting. It is done sequentially but the teacher materials do not contain a formal scope and sequence. The material provides models for the letter writing and practice areas. There are some black and white pictures on each page.

The illustrations do show people of diversity.

The students have ample spacing to practice the handwriting skill they are learning.

The paperback practice book will suffer some deterioration during its use.

These materials were reviewed as a set.

ANCILLARY MATERIALS

The ancillary materials are a small chalkboard, wooden letters for the Kindergarten and special needs, or ESL students, and a work mat for those letters. Instructions for their use are included in the teacher's guide.

These materials were reviewed as a set.